



Learning Technology
Center 1 Central



Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project	
Project Name: <u>Room 126 is Flipping for Figurative Language</u>	
School Regional Area	<input type="checkbox"/> North Cook <input checked="" type="checkbox"/> South Cook <input type="checkbox"/> West 40
District Name	<u>C.C.S.D. #146 (Community Consolidated School District)</u>
District No.	<u>#146</u>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <u>Elizabeth Stern</u>	* <u>eastern2005@ameritech.net</u>
*	*
*	*
*	*
*	*
School Name	<u>Fierke Education Center</u>
School Street Address	<u>6535 Victoria Drive</u>
School City, State, Zip	<u>Oak Forest, IL 60452</u>
School Phone Number	<u>708-614-4520</u>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	
Nominator's Phone #	
Best Contact Time	
Nominator's Email	

Please attach the Project Summary to this form and send to Learning Technology Center
One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

Room 126 is Flipping for Figurative Language

The fifth grade students created an instructional movie about figurative language using Flip video cameras. They worked in collaborative groups to plan, write scripts, film, and edit their project. They were able to apply and extend their knowledge of hyperbole, personification, simile, and metaphor to provide other learners with entertaining and educational examples.

For this fifth grade Language Arts project, my class needed to use very few technological resources. They only needed the Flip video camera, FlipShare Software, and a PC to view and edit the clips. We borrowed 2 more Flip video cameras so simultaneous taping could occur and then the clips were downloaded to one computer. The students also used a figurative language chart from Harcourt Trophies and a study section of their assignment notebooks as references for writing part of their script. They found props around the room and brought in items from home to add to their "set" in our classroom.

By creating this movie, many Illinois State Standards and NETS for Students were addressed.

Illinois State Goals

2.A.2a Identify literary elements and literary techniques in a variety of literary works.

3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.

NETS for Students

1. b. Create original works as a means of personal or group expression.

2. a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

2. b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

4. b. Plan and manage activities to develop a solution or complete a project.

5 b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

6. d. Transfer current knowledge to learning of new technologies.

During Language Arts, my fifth graders have been studying figurative language, specifically: hyperbole, personification, simile, and metaphor. I first introduced them to the literary technique. While they were very enthusiastic about discovering examples of figurative language in a variety of texts, they were not as well versed nor excited about writing their own exemplars for each category. We had recently received a new Flip camera for our class and I was eager to try it out with my students. I suggested we make a movie about figurative language. We talked about what our purpose would be for our movie and the students decided that it would be helpful to inform others about the 4 types of figurative language. They suggested that we could make a video quiz

where there would be many scenes with dialogue that included examples from each category. The viewer would have to identify what type of figurative language was used for each scene after watching a brief introduction of each type of language.

I put the class in groups of two or three to work on their scripts. I assigned each group two different types of figurative language so we would have variety and to be sure all categories were represented. I was able to differentiate the task in this way by giving the more difficult categories to more advanced learners. Determining their setting and props were a part of the writing task. They wrote rough drafts and I helped them edit their scripts. I taught the students the basics of the Flip Camera *and* videotaping each other. IE. How to record, play, delete, how to project their voices, setting up cues, and determining a good location to record. Two teams were placed together so one group could record the other. We uploaded the clips and I had them determine if they needed to trim their clips. They edited out unwanted laughs or recording cues. Students then volunteered to write and film the introductory clip and the “teaching” clips that would go in the beginning of the movie. The students knew they had to have a conclusion as well. They evaluated and chose our title and we dragged and dropped our clips into the movie making component of FlipShare. We decided to share it with the other fifth grade classes and the fourth graders at our school via our network.

By integrating technology within the Language Arts classroom, my students moved from a basic knowledge of a literary device to practical application of it. With each step they went up another rung in Bloom’s Taxonomy. They described and explained the definitions through their reporting. When they watched their own instructional video they analyzed each other’s dialogue. Incidentally, the students and I found it interesting how sometimes what started out as a metaphor easily turned into a simile because of an accidental addition of the word “like” while acting out their scripts. This kind of analysis might not have taken place if they weren’t creating an oral script that could be replayed. They synthesized the information while creating their own scripts and then they had to again evaluate when writing and editing their videos. They used a simple Flip video camera to design a learning tool that helped them better understand/ use figurative language *and* a multimedia lesson to share with others. This type of integration benefitted our learning environment by allowing my students to be involved in collaborative work with a multifaceted purpose: Students not only learned Language Arts skills, but also honed their videography, editing, and even interpersonal skills.

While reflecting upon this project, it is clear to me how much my students’ learning was affected. They were transformed from learners to teachers. They went from being readers of literary devices to writers. Authentic assessment cries out for technology integration. What better way can there be to see if my students have learned what I have taught them? Additionally, the ease of using the Flip cameras coupled with my students’ display of responsibility and enthusiasm during this project encourages me to continue pursuing technology integration in my classroom. From the planning stages of this project through its fruition, my students and I have learned so much. My fifth graders taught *me*, yet again, that they are indeed “digital natives” and they yearn for opportunities to use the technology tools that we are so fortunate to be able to provide.